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ESL 220

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Peer review question for Zarina

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1. What kind of essay has your partner written—informative, expository, or argumentative? Has he/she chosen the best approach or would another approach be better? Why or why not?

The writer used in his personal essay an informative way based on her experience. She chose the best way to convince readers. This is because her way is interesting and touches the emotion.

1. Does the writer avoid the standard (and boring) 5‐paragraph essay structure? Or does the essay resemble the 5‐paragraph format too closely? In other words, has the writer attempted to write the essay in a more original, creative, and/or non‐standard way? If not, suggest how the write could approach the essay differently by changing its structure, presentation of thesis, level of creativity or originality, etc. AND explain why its present approach doesn’t work well.

The writer used the standard 5-paragraph essay but not in a boring way. It was so interesting that even when I read it for the second time I did not get bored.

1. Does the introduction grab your attention and interest? Does it effectively focus the reader’s attention on the topic and focus (purpose/thesis) of the essay? (Remember, the thesis doesn’t have to be stated right away but the writer should at least suggest the essay’s direction somehow.) In other words, does the logically introduce the topic and purpose of the essay and inspire some curiosity or interest in readers? Why or why not?

Yes, I was interested in what way she acted when she was young. As a narration essay, the writer did not illustrate the point directly in the conclusion. However, the writer suggested the essay's direction by saying "as a lot of teenagers, who were in adolescence period I wanted to do the same, but fortunately in different way".

1. What is the thesis? Is the thesis arguable? In other words, could you disagree with it, argue against it? Could the writer improve his/her thesis to make it more arguable? How? Evaluate the thesis and comment on why it does or doesn't work.

"Who cares about kids who were left by their born mothers?" is the thesis. It is arguable because some people might say that those kids have enough care! Or as I argued, there are a good number of people who care.

1. Do you feel that the writer’s purpose (thesis) is either too broad or too narrow? Would the essay be better if the writer expanded his/her idea a bit more or narrowed it down to something a bit more specific? Does it try to cover too much or too little? Why or why not?

The writer purpose is ok and paper has a clear message for people.

1. Does the thesis clearly answer the questions “so what?” and “who cares?” for the reader? In other words, has the writer given the reader something new, interesting, unique, original, and/or surprising to consider? Does thesis do more than simply present an observation or fact? Does it instead point out something others wouldn’t normally notice or think about? Does it offer the reader a new perspective of some kind? In other words, does the writer say something meaningful about the topic that demonstrates critical thinking—something that readers likely have not considered or thought about?

The essay answered these question when the writer wrote about how sad those kids are. Some people do not know how those kids are suffering. Writing about their situation gives people new perspective to think about those kids.

1. What kind of thesis does the writer use—implicit or explicit? What kind of reasoning does he/she use—inductive or deductive? Where is the thesis placed in the essay—beginning, middle, end? Evaluate each of these features of the thesis (purpose) and explain whether you think the writer has made good, effective choices about communicating his/her thesis.

The writer used an implicit thesis that is written in question form. The reasoning the writer used is based in her experience which is deductive. The thesis is placed on the middle of the essay. Using an implicit thesis and deductive reasoning helps the readers to think on their in their ways. The writer has made an effective choice about his communicating her thesis.

1. Does each body paragraph develop the thesis a little bit more? Does each body paragraph add meaning to the thesis? In other words, are the all body paragraphs logically connected to and clearly relate to the thesis? Do any of them go off topic or include irrelevant, unnecessary information? Which ones? Why do you think so?

Each body paragraph develops the thesis. In each paragraph there is a part of her story that supports her thesis.

1. Does each body paragraph have a clear topic sentence OR main idea? In other words, does each paragraph FOCUS on a single point that supports/helps explain the thesis? Or are there paragraphs with multiple or disconnected ideas? Which ones?

The essay is consists of multiple ideas. The first three paragraphs are about her experience. While the fourth and fifth ones are evaluating her experience and illustrate her conclusion.

1. Has the writer balanced generalizations and specific detail well? Are there too many general ideas that make you, the reader, think “what does he/she mean?” Are there any places where you think there is way too much detail, which makes you, the reader, lose focus and wonder why the writer has included this information? Basically, do all the details clearly relate to the topic and thesis OR is there anything that just doesn’t “fit” or make senses (is irrelevant or unnecessary) that the writer could delete?

The writer used specific details and generalization very well. The specific details were enough to understand the writer point.

1. Has the writer explained all of his/her ideas thoroughly and completely? Is all of the content clear and convincing? Or are you, as a reader, left with any unanswered questions? Does anything need to be explained more or explained better? What? Why?

The writer point was very clear and convincing.

1. Which rhetorical strategies has the writer used most? Are these rhetorical strategies the most appropriate ones for the topic and thesis? (Remember, these are: Illustration, Narration, Description, Classification, Compare/Contrast, Definition, Process, Cause/Effect, and Refutation.) Is there anywhere where a different strategy would improve the paper? Where? Why?

The writer used narration strategy. It is appropriate one for the topic and thesis.

1. Is the essay well organized? Are the body paragraphs arranged in an order that makes sense—does each point follow the previous one in a logical way? Why or why not? How could the writer arrange sentences or paragraphs better?

The essay is well organized. The body paragraphs are arranged in the order of the story.

1. How would you describe the writer’s tone? Is it serious, playful, concerned, etc.? Is it too formal or informal? Is the writer’s tone appropriate for the subject (topic), thesis (purpose), and audience (readers)? Consider things like whether the writer has balanced his/her use of diction appropriately (general vs. specific, concrete vs. abstract, mono vs. multi syllable words, figurative language) and if he/she has tried to use vivid, interesting, SPECIFIC nouns, verbs, adjectives, adverbs. Explain your evaluation.

The writer tone is informal in most of her essay part. As a narration essay, the informal tone is appropriate.

1. Does the writer consider his/her readers thoughtfully, being careful not to say anything to unnecessarily offend, anger, or show disrespect to readers? Explain your answer.

The writer considered the readers except one sentence which is "Everybody cares just about themselves; they forgot that we are all people and we should help each other".

1. Does the conclusion effectively bring the paper to a close, making it feel “finished”? Is it logical and make sense? Does it avoid introducing new ideas (it should avoid this)? Does it restate the thesis clearly in words that are different from the thesis?

I really like the conclusion. It closes the paper and restates the thesis in different words.

1. Does it offer a closing thought, giving readers something to keep thinking about? (For example, a warning, prediction for the future, suggestion, instructions, question to think about, calls the readers to action, etc.)? (It should.).

Yes, it offers a closing thought. After reading it, I thought if I did help those kids or not.

1. Do you feel like you have learned something by reading this essay? Has the writer worked hard to offer his/her readers something interesting and meaningful to think about? Why or why not?

I learned that we all should help those kids. It looks that the writer worked hard in to explain her story clearly.

1. Overall, when you finished reading the essay, are you convinced? In other words, is the essay persuasive? Why or why not?

The essay is convincing because it touches the emotions.

1. How does the essay “flow”? Are there too many short sentences or too many long sentences? Does the writer use transition words (however, therefore, in addition, etc.)? Are there any major errors that disrupt reading? Be specific in your answer by explaining what the effect of sentences, transitions (or lack thereof), and/or errors have on the reader.

Even though the writer did not a lot of transition words, the essay flows softly.